

The score should reflect a judgment of the quality of the essay as a whole. Students had only 40 minutes to read and write; the essay, therefore, is not a finished product and should not be judged by standards appropriate for an out-of-class assignment. Evaluate the essay as a draft, making certain to reward students for what they do well.

All essays, even those scored 8 or 9, may contain occasional flaws in analysis, prose style, or mechanics. Such features should enter into the holistic evaluation of an essay's overall quality. In no case may an essay with many distracting errors in grammar and mechanics be scored higher than a 2.

9 Essays earning a score of 9 meet the criteria for essays that are scored an 8 and, in addition, are especially sophisticated in their explanation and argument or demonstrate particularly impressive control of language.

8 Effective

Essays earning a score of 8 **effectively** evaluate the pros and cons of Singer's argument and clearly indicate which position the writer finds more persuasive. The evidence used is appropriate and convincing. The prose demonstrates an ability to control a wide range of the elements of effective writing but is not necessarily flawless.

7 Essays earning a score of 7 fit the description of essays that are scored a 6 but provide a more complete explanation and argument or demonstrate a more mature prose style.

6 Adequate

Essays earning a score of 6 **adequately** evaluate the pros and cons of Singer's argument and indicate which position the writer finds more persuasive. The evidence used is appropriate. The writing may contain lapses in diction or syntax, but generally the prose is clear.

5 Essays earning a score of 5 evaluate the pros and cons of Singer's argument and indicate which position the writer finds more persuasive. These essays may, however, provide uneven, inconsistent, or limited evaluations of the pros and cons of Singer's argument and/or the writer's views on which position he or she finds more persuasive. The writing may contain lapses in diction or syntax, but it usually conveys the writer's ideas.

4 Inadequate

Essays earning a score of 4 respond to the prompt **inadequately**. They may have difficulty evaluating the pros and cons of Singer's argument and/or indicating which position the writer finds more persuasive. The evidence used may be insufficient. The prose generally conveys the writer's ideas but may suggest immature control of writing.

3 Essays earning a score of 3 meet the criteria for a score of 4 but demonstrate less success in evaluating the pros and cons of Singer's argument and/or indicating which position the writer finds more persuasive. The essays may show less control of writing.

2 Little Success

Essays earning a score of 2 demonstrate **little success** in evaluating the pros and cons of Singer's argument and/or indicating which position the writer finds more persuasive. These essays may misunderstand the prompt; fail to evaluate the pros and cons of Singer's argument and/or indicate which position the writer finds more persuasive; or substitute a simpler task by responding to the prompt tangentially with unrelated, inaccurate, or inappropriate evidence. The prose often demonstrates consistent weaknesses in writing.

1 Essays earning a score of 1 meet the criteria for a score of 2 but are undeveloped, especially simplistic in their explanation and argument, or weak in their control of language.

0 Essays earning a zero (0) are on-topic responses that receive no credit, such as those that merely repeat the prompt.

— Essays earning a dash (—) are blank responses or responses that are completely off topic.